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ABSTRACT

The Multilingual Survival Skills Program, in its final year of a three-year funding cycle, provided instructional and support services to 350 Haitian and Hispanic students of limited English proficiency (LEP) at George Wingate High School (Brooklyn, New York). The program emphasized the acquisition of English language skills, using students' native language (Spanish, French, and/or Haitian Creole) to maintain and/or develop content-area knowledge and skills. The major goals of the program were to: (1) implement special instructional services; (2) develop curricular materials in Spanish for content-area courses; (3) help students pass required courses for graduation; and (4) provide support services. Quantitative analysis of student achievement data indicates that: (1) students mastered an average of one Criterion Referenced English Syntax Test (CREST) skill per month; (2) program students' passing rates in native language arts, science, and social studies met the program objectives; (3) students' passing rates in mathematics did not meet the objective; and (4) the attendance rate of program students was significantly higher than the school attendance rate. This report describes the Multilingual Survival Skills Program, student characteristics, and evaluation findings. It also includes recommendations for further improvement. (PS)

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1985-1986

OEA Evaluation Report

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1985-1986

Principal:
Dr. Robert Schain

Project Director:
Ms. Gloria Lemme

Prepared by the
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A SUMMARY OF THE REPORT

The Multilingual Survival Skills Program, in its final year of a three-year funding cycle, provided instructional and support services to 350 Haitian and Hispanic students of limited English proficiency (LEP) at George Wingate High School. The program emphasized the acquisition of English language skills, using the native language (Spanish, French, and/or Haitian Creole) to maintain and/or develop content-area knowledge and skills. The major goals of the program were to:

1. implement special instructional services to meet the educational needs of Haitian and Hispanic LEP students;

2. develop curricular materials in Spanish for required content-area courses, focusing on the needs of illiterate and semi-literate students;

3. help students pass required courses for graduation, through a combination of bilingual content-area and English as a second language (E.S.L.) instruction and other necessary services; and

4. provide support services as needed.

The program was staffed by a project director, two bilingual resource teachers (one Haitian Creole-speaking, one Spanish-speaking) and two educational assistants. The program provided assistance and support to bilingual content-area teachers, E.S.L. teachers, and members of the school's guidance staff.

The program's accomplishment was measured in English language development (Criterion Referenced English Syntax Test [CREST]); native language arts (teacher-made examinations); mathematics, science, and social studies (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

-- Students mastered an average of one CREST skill per month of instruction, thus meeting the program objective.

-- Program students' passing rates in native language arts, science, and social studies both semesters were not significantly different from the objective criterion of 70 percent, thus meeting the program objective.

-- Students' passing rates in mathematics were significantly lower than the objective criterion of 70 percent, and thus the students did not meet the objective in this area.

-- The attendance rate of program students was significantly higher than the school attendance rate, thus meeting the objective in this area.

The following recommendations are offered for future programs serving similar populations:

-- Continue efforts to clarify attitudes toward the use of Haitian Creole for educational purposes;

-- Offer parent meetings at hours convenient for working parents, such as during the evenings or on weekends;

-- Continue formal staff meetings among the content-area chairpersons, the project director, and the resource specialists to explore the best ways to observe and assess teacher performance and to provide feedback and assistance to content-area teachers; and

-- Continue to review students' records to pinpoint significant grade-level deficiencies and to plan remedial and tutorial services.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1985-1986

Location:	600 Kingston Avenue Brooklyn, New York 11203
Target Languages:	French, Haitian Creole, and Spanish
Year of Operation:	1985-1986: Final year of a three-year funding cycle
Number of Participants:	345 students of limited English proficiency
Principal:	Dr. Robert Schain
Project Director:	Ms. Gloria Lemme

I. INTRODUCTION

George W. Wingate High School, which serves a predominantly low-income, minority population of black, Hispanic, and Haitian students in the Crown Heights section of Brooklyn, has provided bilingual instruction for Haitian and Hispanic students since 1975. The school's French/Haitian Creole bilingual program, funded by a combination of local, state, and federal sources, is the largest one in New York City. Title VII staff members are vital resource persons for both Haitian and Hispanic students, who frequently call upon them to provide both academic and non-academic assistance. The bilingual program encourages students to participate in the full range of schoolwide activities, including clubs, the honor society, and a variety of special educational offerings.

The basic policy of the Multilingual Survival Skills Program was to combine E.S.L. courses with mathematics, science, and social studies

courses taught mainly in the native language, but using increasing amounts of English as students progressed in their E.S.L. classes. This transitional bilingual approach enabled students to prepare for the Regents and citywide exams while they learned enough English to be mainstreamed. In addition, the program provided instruction in native language arts. In response to the findings of previous O.E.A. evaluation reports, the program's objectives for 1985-86 were modified. These modifications are detailed in Appendix A.

STAFFING AND SUPERVISION

As in previous years, the project was jointly supervised by the assistant principal (A.P.) for foreign languages and the A.P. for administration, and pupil services (guidance). The program director was responsible for day-to-day operations, including supervision of a Title VII staff consisting of two curriculum specialists and two educational assistants. Bilingual content-area teachers (funded by city tax levy, state funds for Pupils with Special Educational Needs [P.S.E.N.], and Chapter I) and Chapter I-funded paraprofessionals were supervised by content-area A.P.s. The program's bilingual content-area teachers were observed by English-speaking (monolingual) content-area chairpersons, who furnished expertise in their respective disciplines, but could not provide expertise in bilingual teaching methods. Staff characteristics are presented in Appendix B.

The teachers who served the project students appeared to be highly motivated. Most of them were licensed by the Board of Education in the area in which they were teaching and had passed written and oral competency

examinations in both their subject matter and English. The principal continued trying to recruit teachers with bilingual subject-area licenses.

The educational assistants were bilingual, including those funded under Chapter I; two were alumni of Wingate High School. A tax levy-funded Haitian Creole-speaking grade advisor also served program students. The educational assistants worked in the classroom and performed clerical tasks whenever needed. One assisted with new admissions and translated curricular materials into French.

Although meetings were regularly held for Title VII staff members, they continued being difficult to schedule for content-area teachers on a regular basis. A combination of departmental obligations, building-patrol responsibilities, and contractual obligations made it virtually impossible to schedule meetings for all the staff members who served the program's students; this impeded communication across departmental lines.

LANGUAGE POLICY

The program's policy of using Creole as the native language of instruction for Haitian students was modified in midyear because there was disagreement among teachers, students, parents, and community members about whether Creole, Haiti's vernacular, or French, the language of education and public life in Haiti, was the most appropriate medium for educational purposes. To prevent the issue from becoming divisive, students and parents were given the option of choosing between French or Creole. The overwhelming majority opted for French.

ENTRY AND EXIT CRITERIA

To enter the program, students had to score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) and take an English diagnostic writing skills test prepared by Wingate's E.S.L. department. During the 1985-86 year, program staff members added an in-depth interview to the admissions process. Interviews permitted greater accuracy in assessing applicants' previous education. Combined with the results of a project-developed diagnostic test, they made it possible to accurately and appropriately place students in mathematics.

In general, students graduated from the program when their LAB scores were above the twentieth percentile and they were recommended for mainstreaming by the project director and their teachers.

II. STUDENT CHARACTERISTICS

The Multilingual Survival Skills Program served a total of 345 LEP students during the 1985-86 academic year. The program's Haitian LEP students were 74 percent of Wingate's Haitian population, and the program's Spanish-speaking LEP students were 28 percent of Wingate's total Spanish-speaking population.

The following table presents the total LEP population at Wingate High School:

TABLE 1

Home Languages of Wingate Students

Language	Number of Students	Percent of School	Number of LEP Students	Percent of Language Group
English	1,615	72	-	-
Haitian Creole/French	365	16	270	74
Spanish	251	11	70	28
Other	7	*	5	71
TOTAL	2,238		345	

*Less than one percent.

Seventy-nine percent of the program's students were from Haiti; the remaining 21 percent were predominantly from Spanish-speaking countries. This information is presented in Table 2.

TABLE 2

Number and Percent of Program
Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Haitian Creole	Haiti	270	79.2
Spanish	Dominican Republic	23	6.7
	Panama	21	6.2
	Puerto Rico	15	4.4
	Central and South America (other)	11	3.2
Vietnamese	Vietnam	1	*
TOTAL		341**	100.0

*Less than one percent.
**Data were missing for four students.

- Seventy-nine percent of the students were born in Haiti.
- Twenty-one percent were from Spanish-speaking countries. Most of these Spanish speakers were born in the Dominican Republic and Panama.

Grade nine contained the greatest numbers of program participants, as well as the highest percentage of new participants (73.5 percent). Approximately 39 percent of the program students were new to the program and 32 percent had been in the program for more than two years.

Program students tended to be overage for their placement, possibly because of limited educational opportunities in the rural areas from which many of them came. Some students reportedly entered the program with educational deficiencies serious enough for them to need remediation, tutoring, or other forms of assistance to bring them up to grade level. Some of these students were a full four or five grades below level.

Table 3 presents information about age and grade of program students. Approximately 75 percent of the students were overage for their grade placement, with the greatest percentages in grades nine and twelve.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	9	0	0	0	9
15	25	6	1	0	32
16	37	14	7	0	58
17	29	15	10	6	60
18	19	22	15	8	64
19	17	16	16	23	72
20	2	3	10	15	30
21	1	1	5	10	17
TOTAL	140	77	64	62	343*

Overage Students					
Number	105	57	46	48	256
Percent	75	74	72	77	75

Note: Shaded areas indicate expected age range for grade.

*Data were missing for two students.

- Approximately 75 percent of the program students were overage for their grade placement.
- Grade twelve had the highest percentage of overage students (77 percent), whereas grade eleven had the lowest (72 percent).

III. FINDINGS

Evaluation findings for the Multilingual Survival Skills Program are based on the results of standardized tests; analyses of program documents, materials, and records; site visits; and interviews with staff members and students. This section is presented according to the major program components: instructional, non-instructional, staff training, curriculum development, parental involvement. See Appendix A for the revised (Spring 1986) program objectives.

INSTRUCTIONAL COMPONENT

Program students were enrolled in E.S.L., native language arts, and content-area classes. The E.S.L. component had three levels -- beginning, intermediate, and advanced -- and it taught language skills ranging from oral comprehension and grammar through writing, reading, and literature. After completing the E.S.L. sequence, students took English composition and literature courses to fully develop the skills they would need to succeed in the mainstream.

Native language arts (N.L.A.) classes were offered at the introductory, intermediate, and advanced levels in both Spanish and French. Advanced Spanish focused on the cultures of the Spanish-speaking world. As described in the previous section, Haitian Creole-speaking students were offered the option of taking Creole or French native language arts classes. Generally, students opted for instruction in French. Because many students had completed several years of schooling in Haiti in which French was the language of instruction, this was not unexpected.

Title VII program staff members had begun to address issues raised in 1985 by the New York State Education Department regarding the non-provision of the native-language services that have been legally mandated for LEP students. Efforts to recruit Spanish-speaking bilingual content-area teachers continued, but with limited success. Consequently, the program's Spanish-language component continued to depend on the linguistic summary method in which the teacher speaks and writes in English and the paraprofessional translates and assists individual students in Spanish. Instructional materials were translated by the Title VII resource specialist and served as study guides and supplements to texts that were available only in English. For functionally illiterate Hispanic students, curricular materials were adapted and/or developed in Spanish language arts, science, and social studies.

In addition to mainstream art, music, and physical education classes, program students were also offered classes in typing and computer literacy after regular school hours and a summer E.S.L. program.

Staff members were reported to be reluctant to use or request materials in Creole, perhaps because of a belief in the greater appropriateness of French as a language of instruction.

The findings for the program's instructional outcomes are presented by objective, below.

English As A Second Language

-- As a result of participating in the program, students will master an average of one English syntax objective per 20 days of instruction.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (level 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 82 percent in the fall and for 68 percent in the spring.

As evidenced by Table 4, this program objective was achieved. In the fall, students mastered an average of 1.4 CREST objectives per month of

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

instruction. In the spring, the average mastery was 1.2 CREST objectives per month.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	104	10.9	7.1	16.5	7.0	5.6	3.8	2.0
2	88	15.8	6.1	19.5	5.3	3.7	2.9	1.3
3	57	10.5	3.0	13.0	2.1	2.5	2.2	0.8
TOTAL	249	12.6	6.5	16.8	6.1	4.2	3.4	1.4
				SPRING				
1	94	12.7	7.8	16.3	7.3	3.6	2.9	1.4
2	60	16.5	6.9	20.1	5.5	3.6	3.5	1.3
3	71	11.4	2.4	13.4	1.8	2.0	1.7	0.7
TOTAL	225	13.3	6.4	16.4	6.1	3.1	2.9	1.2

- The program objective of an average of one CREST skill mastered per month of instruction was achieved both semesters.

Native Language Arts

-- As a result of participation in the program, 70 percent of the students will score at or above the 65 percent passing criterion in native language courses of instruction.

Table 5 presents the passing rates for Hispanic and Haitian students in native language arts courses each semester and the overall student passing rate. A z-test for the significance of a proportion was performed to assess whether the passing percentages were significantly lower than the objective criterion. The results revealed that the overall passing rate for the year (66.4) was not significantly lower than the objective criterion; thus the program objective was achieved.

TABLE 5

Passing Rates in Native Language Arts Courses

	FALL		SPRING		TOTAL
	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
French	167	67.6	131	71.0	69.0
Spanish	39	56.4	35	54.3	55.4
TOTAL	206	65.5	166	67.5	66.4*

*Statistically equivalent to 70 percent at the .05 level of significance.

- Overall, the program objective was achieved.

Content-Area Subjects

-- As a result of participating in the program, 70 percent of the students will score at or above the 65 percent passing criterion in mathematics, science, and social studies courses of instruction.

Table 6 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average for the year was also computed. Math courses ranged from fundamental math to sequential math 3. Science courses ranged from general science to chemistry. Social Studies courses included global history, American history, and economics.

Examination of Table 6 reveals that passing rates in all content areas were lower than the objective criterion of 70 percent. However, a z-test for the significance of a proportion revealed that the passing rates in science and social studies both semesters and the overall spring passing rate were not statistically different from the objective. Thus, the program achieved its overall objective in those areas and in the spring semester.

TABLE 6

Passing Rates in Content-Area Courses

	FALL		SPRING		TOTAL
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	264	59.8	221	61.5	60.6
Science	255	66.9	226	66.8	66.8*
Social Studies	302	65.2	262	67.2	66.1*
TOTAL		63.9		65.3*	64.5

*Statistically equivalent to 70 percent at the .05 level.

- Overall, the program achieved its objective in science and social studies and in the spring semester.

NON-INSTRUCTIONAL COMPONENT

Attendance

-- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

Among the program's goals were promoting a high attendance rate and reducing the dropout rate. The support services provided to realize these goals in 1985-86 consisted of counseling (academic, individual, and group), career and vocational advisement, referrals to non-school agencies, family contacts, and tutorial services.

Counseling. Because only one Haitian grade advisor was available for all of Wingate's Haitian students, the project director, program staff members, and classroom teachers had to provide a variety of counseling services. In 1985, another bilingual grade advisor was hired to serve the program's Hispanic students, thereby relieving the program director of the responsibility of scheduling and programming for this group.

Placement. The grade advisor evaluated transfer credits, approved academic programs, and reviewed credits for graduation. Specific strategies were established to facilitate the acculturation of new bilingual students to the American high school. New entrants spent their first semester in the ninth grade until a definitive placement recommendation based on their classroom performance could be made. (The new arrivals' grades during this first semester were not included in their cumulative index.) Since most of the program's participants entered Wingate directly from Haiti, one of the grade advisor's main responsibilities was to evaluate foreign transcripts and credits. This required a detailed knowledge of the Haitian educational system.

Career Advisement and Activities. The METRO-guide computer system was available to help students learn about career opportunities. LEP students were eligible to enter Wingate's Medical Science Institute, flight program, and college-bound program. The Board of Education's TOLLEPS program also offered program students instruction in typing and computer literacy on afternoons during the school year and as a summer school activity. In addition, program students participated in a number of extracurricular activities, such as college and career fairs. Program students have received a number of schoolwide awards, including scholarships, honor roll membership, and Regents diplomas.

Program staff members continued to stress the need for a family assistant to visit students' homes to discuss school-related problems and concerns with parents. Another expressed need was for closer contacts between the grade advisor and their professional counterparts in other bilingual high school settings to share resources. Appendix C presents a listing of the support services that were offered to program students.

Attendance and Dropout Outcomes. To assess the proposed objective in this area, a comparison was made of the attendance rates of program and mainstream students. Statistical significance between program and mainstream attendance was determined through the application of a z-test for the significance of a proportion*. This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is more than what can be expected by chance variation.

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*Bruning, J.L. and B.L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1968).

The attendance rate of program students was 91.1 percent, which was approximately 13 percentage points above the schoolwide rate of 77.8 percent. The z-test results (6.09) indicated that the difference in attendance rates is statistically significant at the .01 level.

Table 7 presents the number of students who left the bilingual program in 1985-86. Examination of the table reveals that of the 71 students who left the program: 32 transferred to another program; 18 graduated; 18 dropped out of the program; two left the United States; and one was fully mainstreamed. Two thirds of the dropouts were over 18 years of age, and 80 percent were two years or more overage for their grade placement.

TABLE 7

Number of Students Leaving The Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	NA*	Total
Fully mainstreamed	1	0	0	0	0	1
Discharged or transferred to alternative program	13	3	1	4	11	32
Graduated	0	0	0	18	0	18
Returned to native country	2	0	0	0	0	2
Dropped out	9	4	1	1	3	18
TOTAL	25	7	2	23	14	71

*Data on grade not available.

STAFF TRAINING

-- Five program staff members will each enroll in at least one teacher-education course each semester.

-- Five program staff members will participate in interdisciplinary workshops, conferences, or symposia held outside school, each semester.

Diversified staff training activities continued during the program's third year. They consisted of courses at local colleges and universities, and on-site staff training conducted by program staff members and external consultants. A variety of institutions provided staff training throughout the year, including the New York City Board of Education and the Bilingual Educational Multifunctional Service Center (BEMSC) at Teachers College. Staff members also attended local, regional, statewide, and national conferences for staff development and training.

On-site staff development was an important means of improving the program's instructional component. During 1985-86, the Title VII staff members met on a weekly basis; schoolwide teaching staff met with their departmental chairpersons for professional development activities 10-12 times per school year. In addition, the project director scheduled one-to-one meetings between classroom teachers and Title VII resource specialists so that the latter could provide customized instructional support to the former. This included translations of content-area materials, help in using the native language developmentally, and help incorporating E.S.L. methodology into the content-area classroom.

Board of Education teacher trainers met with content-area department chairpersons and bilingual staff members to discuss bilingual educational theory and E.S.L. methodology, and to facilitate the content-area chairpersons' evaluations of the bilingual teachers in their departments.

In-school workshops scheduled for bilingual and E.S.L. program staff members were conducted by experts from the Board of Education's Office of Bilingual Education (O.B.E.), the BEMSC at Teachers College, the Bank Street College of Education, and the New York State Department of Education.

Off-campus staff development activities included conferences, seminars, and visits to other bilingual programs. Many of the program's staff members attended these meetings, including the project director, the bilingual grade advisor, the resource specialist, and the assistant principal for foreign languages. Title VII funding also allowed staff members to enhance their skills and expertise by taking university courses that were relevant to their professional responsibilities and activities. Nine staff members took a total of 14 courses at local colleges and universities, thus exceeding the proposed objective. (Appendix D provides detailed information.)

Technical assistance was provided for the Title VII staff by the BEMSC at Teachers College during both the fall and spring semesters. It focused on program management, needs assessment, and team building. O.B.E. provided support and assistance in the bilingual content areas that was based on the prior classroom visits and observations of its specialists.

Finally, in response to the need for additional language-skills training for Haitian Creole-speaking teachers, the project director designed and implemented a special in-school workshop. The workshop focused on refining the reading, writing, and basic grammar skills needed to teach Creole native language arts and content-area classes. This workshop was an important step in meeting the in-service language training

concerns that had been raised by the New York State Education Department in a visit the previous year.

CURRICULUM DEVELOPMENT

-- By the end of the project, curriculum specialists will have developed curriculum guides in Spanish and Haitian Creole for each of the following areas: native language arts, mathematics, science, and social studies.

During 1985-86, the project continued to meet this objective. The resource specialists prepared and/or adapted materials in math and science, and in Spanish and Haitian Creole native language arts.

The development of instructional materials in Haitian Creole was one of the project's major accomplishments because it filled an important gap in the native language arts area. Materials were also prepared in French for the new social studies curriculum, global studies 1 and 2. Similar materials were being prepared for global studies in Creole.

Materials were adapted in native language arts and in general science for the program's Spanish component, and additional materials were made available through the Curriculum and Library Services Unit of the Board of Education.

In addition to class-specific materials, the Title VII project translated school documents, such as the requirements for high school graduation and financial aid information, and informational materials for parents.

Appendix E presents detailed information about curriculum development activities in Haitian Creole and Spanish during 1985-86. Overall, one project objective was met.

PARENTAL INVOLVEMENT

-- The program will hold at least four parental meetings each semester, in which project staff and guest speakers will present information on graduation requirements, school services, priorities of the target population, and other parent-generated priorities.

Meetings were held for the Parents' Advisory Committee four times a semester, thus meeting the objective. Many of the parent meetings were concerned with the proper language for the program's Haitian students, with many parents doubting the pedagogical rationale for using Haitian Creole rather than French. Specifically, parents who attended a parent advisory council meeting on January 22, 1986 opposed the use of Creole in the classroom and requested that a meeting be held for the entire community to discuss this issue. Accordingly, on February 24, 1986, the principal and Haitian Creole advocates from the Board of Education and Bank Street College of Education presented the options and issues to Wingate's Haitian community. Most of those attending this meeting voiced their continued opposition to the use of Haitian Creole for content-area instruction. In response to this concern, and in the absence of a Board of Education policy on this issue, the principal decided to give students the option of choosing Haitian Creole or French for instruction. For the most part, students opted for French.

At the Haitian Parents' Conference, co-sponsored by the New York State Education Department, the project director and the Haitian guidance counselor presented sessions on bilingual education and entry into American high schools. Title VII program staff members developed a Parents' Guide to Wingate's bilingual program that was translated into French, Spanish, and Creole. Parents also received information on schoolwide activities and special letters if their children were absent from school for a long time.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

During its third year of operation, the Multilingual Survival Skills Program met its student achievement objectives in E.S.L., science, social studies, and native language arts, but not in mathematics. The program also met its objectives in the areas of student attendance, curriculum development, and parental involvement; staff development efforts continued to be improved and expanded; and the dedication of program staff members to serving their students was evident.

But the program also faced important challenges. These included a shortage of certified Spanish-speaking bilingual content-area teachers, philosophical and practical questions concerning an appropriate language policy for Haitian students, and effective coordination of the supervision of bilingual staff.

The citywide shortage of qualified bilingual subject-area teachers has affected Wingate, despite intensive efforts to recruit qualified Spanish-speaking instructional staff members. Consequently, to meet the school's instructional needs, five staff members had to teach outside the area in which they had been licensed (see Appendix B). The effect of the shortage of qualified bilingual subject-area teachers may be reflected in program students' achievement data that were lower than expected (especially in mathematics).

The program's policy of using Creole as a medium of instruction for students for whose native language it is, continues to be an area of controversy. Because Creole is the primary or sole language for many Haitian students, its use for developing literacy and cognitive skills is

educationally sound. Moreover, the New York City Board of Education acknowledged the importance of Creole literacy by offering a bilingual license examination in 1985 for teachers of secondary mathematics and science in Haitian Creole. Furthermore, New York State has included Haitian Creole among the acceptable languages for alternative testing of LEP students who enter school after the eighth grade (i.e., the New York State Regents Competency Tests).

However, many members of the Haitian community were not convinced that Creole should be used for instructional purposes at Wingate. Although the program continued explaining to students, parents, staff members, and the wider Haitian community why Creole should be used to teach students with limited French literacy, during the 1985-86 school year, parental and community opinion demanded the right of choosing French or Haitian Creole, and the overwhelming majority opted for French.

Supervision of bilingual content-area teachers was the responsibility of a department chairperson, who could provide academic support but lacked familiarity with bilingual education. Since the project director's role was non-supervisory, bilingual teachers were observed and supervised exclusively by their content-area chairpersons. This structure made it difficult for staff members serving bilingual students to meet and discuss issues of common concern.

SIGNIFICANT ACCOMPLISHMENTS

In its final year of operation, the program made several significant accomplishments on behalf of its LEP students, in large part because of the tireless efforts of the project director and staff.

Curriculum

In each year of the project, curricular and instructional materials were adapted and/or developed for Creole-, French-, and Spanish-speaking students. A partial listing of these materials, prepared for local, statewide, and national dissemination by the New York City Board of Education, Office of Bilingual Education, includes:

- Creole I Native Language Arts (N.L.A.);
- Creole II and III N.L.A. (completion pending);
- Chapter I Pupils with Special Educational Needs (P.S.E.N.) High School Math Skills Program Tests (translated into Creole, French, Spanish);
- General Science lessons (Spanish, completion pending); and
- Global Studies I (French, completion pending).

Staff Development

A variety of staff development efforts addressed critical issues for members of the Wingate community involved with LEP students. On-site training was provided for Haitian teachers, paraprofessionals, and other schoolwide staff members in an all-day workshop session that focused on the importance of Haitian Creole as a language of instruction. The entire bilingual education staff participated in a two-day workshop on the role of the Title VII staff within the overall high school structure, and on proposal development and proposal writing. BEMSC staff members provided a training session on improving communication among bilingual staff members and teachers. Project funds were available for staff members to take college and university courses, and they were also encouraged to attend local, regional, and national conferences on bilingual education.

Parental Involvement

Meetings were held for the Parents' Advisory Council approximately four times a semester. The meeting which drew the greatest number of parents dealt with the issue of French versus Creole native language arts classes for Haitian students. The arguments were reported to be emotional and heated, but it was evident that most parents favored French.

LEP Students In The Mainstream

Increasing numbers of LEP students gained access to mainstream programs. Most notably, increased numbers of LEP students enrolled in career/vocational-exploration classes, including the medical science program and the flight program. Two students were given achievement awards in fashion technology at a citywide ceremony held at the Board of Education.

RECOMMENDATIONS

The following recommendations are suggested for future programs serving similar populations:

1. Greater efforts might be made to clarify attitudes toward Creole among Haitian students, teachers, parents, and community members. The school might continue its efforts to present speakers representing diverse points of view.

2. Parent meetings might be held at school during the evening and/or off-site on weekends to enable more parents to attend.

3. Meetings of content-area department heads, the bilingual project director, and the resource specialists to develop means of observing and assessing teachers' performance and of providing feedback, resources, and assistance to content-area teachers should be continued. In addition,

teachers might be urged to use the full range of services that are available to them through the resource teacher.

4. Students' records might continue to be reviewed to pinpoint significant grade-level deficiencies and to plan remedial and tutorial services.

V. APPENDICES

APPENDIX A

REVISED OBJECTIVES FOR TITLE VII MULTILINGUAL SURVIVAL SKILLS PROGRAM 1984-1985

English Achievement

As a result of participating in the program, students will master an average of one English syntax objective per 20 days of instruction.

a. Instrument:
   CREST (Criterion Referenced English Syntax Test)
b. Data Analysis Procedure:
   Calculate mean number of objectives mastered per 20 days of instruction.

Native Language Arts

As a result of participation in the program, 70 percent of the students will score at or above the 65 percent passing criterion in native language courses of instruction.

a. Instrument:
   Final course grades
b. Data Analysis Procedure:
   Calculate percentage of students reaching criterion per semester/year.

Content Areas

As a result of participating in the program, 70 percent of the students will score at or above the 65 percent passing criterion in Mathematics, Social Studies and Science courses of instruction.

a. Instrument:
   Final course grades
b. Data Analysis Procedure:
   Calculate percentage of students reaching the passing criterion.

Student Satisfaction with the Program

As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

a. Instrument:
   Attendance records
b. Data Analysis Procedure:
   Test of the significance ($p=.05$) of the difference between proportions.

Staff Development

Five program staff members will enroll in at least one teacher education course each semester.

a Instrument:
   College course registration records and grades to determine rate of participation and achievement.
c. Data Analysis Procedure:
   Review of registration records and grades to determine rate of participation and achievement.

Five program staff members will participate in interdisciplinary workshops, conferences, or symposia held outside of school, each year.

a. Instrument:
   Workshop registration records
b. Data Analysis Procedure:
   Review of records to determine rate of participation.

Parental Involvement

The program will hold at least four parental meetings each semester, in which project staff and guest speakers will present information on graduation requirements, school services, priorities of the target population and other parent-generated priorities.

a. Instrument:
   Program records
b. Data Analysis Procedure:
   Review frequency and content of parental meetings.

Curriculum Development

By the end of the project, the Resource Specialists will have developed curriculum guides in Spanish and Haitian Creole for each of the following areas: Native Language Arts, Mathematics, General Science I, and Global Studies I (Social Studies).

a. Instrument:
   Program records
b. Review quality and completeness of material produced.

APPENDIX B

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
A.P. Supervision, Foreign Lang	50%	M.A.	Y	22 plus	22 plus
ESL Gen. Sci.	20	M.D.	Y - Sci.	1	1
Math Bil. HC/F	60	B.S.	Y	2	2
Bil. Gen Sci and Bio HC	100	B.A.	Y	14	10
NLA French	80	M.A.	Y	10	2
ESL	100	B.A.	N	10	1
Bil. Math HC	100	M.A.	Y	14	7
ESL	40	B.A.	N	5	1
Grade Advisor HC/F	100	M.A.	N	8	8
ESL Teacher	100	B.A.	Y	2	2
ESL Social Studies	20	B.A.	Y - Soc. Studies	2	2
Bil. Soc. Studies Span.	20	M.A.	N	2	1
Bil. Soc. Studies HC/F	100	B.A.	Y	4	4
ESL	100	M.A.	Y	7	7
Title VII Project Director	100	M.A.	N - there is no lic. Y - Soc. Studies A.P.	27	8
ESL	100	B.A.	N	18	5
Voc. Ed. Home Eco. (ESL)	20	M.A.	Y	20	1
Title VII Resource Specialist	80	M.A.	Y - ESL N - there is no lic.	2	1
NLA French and ESL	100	B.A.	Y - French	3	3
Title VII Resource Specialist	80	M.A.	Y - Span. N - there is no lic.	5	5
NLA Spanish	20	Ph.D.	Y	5	2

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Ed. Assistant Title VII	100	coll. credits	NA	15	15
Ed. Assistant Title VII	100	coll. credits	NA	4	4
Ed. Assistant Ch. I	100	coll. credits	NA	4	4
Ed. Assistant Ch. I	100	coll. credits	NA	4	4

APPENDIX C

Support Services Provided to Title VII
Project Participants: 1985-86

Type of Service	Staff Responsible	Frequency of Service	Language(s) Offered
Counseling:			
Academic Career College	Chapter I Guidance Counselor, Teachers	Monthly, As Needed	English, Creole, French, Spanish
Referrals	Project Director, Counselor, Teachers	Monthly	English, Creole, Spanish
Peer Tutoring	Teacher assigned to supervise tutors	Four Days per week (Lunch-time, After School)	English, Creole, French, Spanish
Family Contact	Project Director Counselors, Teachers	Ongoing	" " " "
Advisory Committee	All Title VII Staff, Teachers	Four times each term	" " " "

APPENDIX D

Title VII-Funded University Training 1985-1986

Staff Title	Insitution of Higher Education	Course Title	Number of Credits
Project Director	Teachers College	Psychology of Adjustment	3
		Needs of Emotionally Disturbed Child	3
		Intro. to Group Counseling	3
Resource Specialist (Spanish)	New York University	Organizational Theory I	3
		Bil. Ed. and the Minority Cultures	3
		Psychology of Communication	3
E.S.L. Coordinator	New York University	Speech for International Students	3
Bil. Soc. Studies Teacher	New York University	Bil. Ed and Minority Cultures	3
Bil. Soc. Studies Teacher	CUNY Grad Center	Multicultural Education	3
		Contemp. Problems in Bilingual Ed.	3
Bil. Math Teacher	Teachers College	Organization and Interpersonal Behavior	3
Bil. Grade Adv.	Long Island Univ.	Administrative Core II	3
Bil. Science Teacher	Teachers College	Methods of Empirical Research	3
Educational Assistant	Pace University	Culture and History of Black America	3

APPENDIX E

Curriculum Development 1985-86 [a]
Content Areas: Math and Social Studies (Haitian Creole)

Curriculum or Materials	Status
Global I:	
Egypt, Gift of the Nile Test on Egypt	Completed and In Use
Civilization in India	" " " "
China (Two Lessons)	" " " "
Greece (Seven Lessons)	" " " "
Global II:	
Manor Life	" " " "
The Renaissance (Nine Lessons)	" " " "
The French Revolution	" " " "
Refresher Mathematics (translations)	" " " "

[a] All math and social studies materials were adapted from other sources and parallel mainstream curricula.

Curriculum Development 1985-86
Bilingual Content-Area Materials in Spanish

Curriculum or Materials	Status
General Science I (Eleven Lessons)	Completed/Not In Use
General Science II (Three Lessons)	Completed/In Use
Biology I (Two Lessons)	Completed/Not In Use
Global Studies I (Six Lessons)	Completed/Not in Use
Auto Shop	Completed/In Use